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the agreement of adjectives, past participles, etc. Be sure that you have this work corrected immediately so that no mistakes may become fixed.

Occasionally, it is a good plan for the teacher to read a very simple French story, and then allow the children to tell in English what was read. At first, it would be advisable to read some story with which they are familiar.

There are several ways by which we can increase their vocabulary without seeming to do so. Tell them that you are going to serve dinner at the next recitation and that they must be able to ask for what they want; or they might be asked to prepare a menu for it.

At another time, give them an English word and ask them to see which one can bring in most French words that might be used for it: for example, boat—*le bateau, le canot, la barque, le vaisseau*.

As a rule pupils like to translate, but there is not always time for this. To be sure that the work is being done, you might ask for a short summary in French, either written or oral. Again, a certain paragraph might be picked out for discussion. An English summary might be given occasionally, especially after the reading has been used as an exercise on pronunciation.

Although phonetics does not come until the second

year of the high school French, some sounds may be taught very effectively before this time. Lead the children to see that *e, er*, final (usually), *ez*, final, *ai*, final in verb endings, and the conjunction *et* are all pronounced alike—something like our “a” in late. Then turn to a paragraph and have them pick out all the words which contain this sound; then have the words pronounced.

After teaching the phonetic symbols, assign sentences or short paragraphs to be written on the board in phonetics. Then as the pupil pronounces, let the teacher make the necessary corrections. Dictate simple sentences, having them first written in phonetics, then in regular French.

These plans along with a little seemingly incidental drill on the days of the weeks, months, and such expressions as: *Comment allez-vous? In avez vous la?* etc., ought to give the average high school student a pretty good foundation along with the work that he does in his grammar. The chief thing is to keep up interest, and this can be done only by varying the lessons from day to day.

#### REFERENCES

- V. Hill, *How to Secure Variety in Recitation*. Bulletin of the North Carolina State Normal and Industrial College, February, 1918.  
A. W. Ballard, *Direct Method and its Application to American Schools*. Ed. Rev. 51:447-456, May, '16.

## SUGGESTIONS FOR THE STUDY OF LATIN\*

By P. O. PLACE  
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THE following devices and games are offered as practical aids to the study of Latin. The devices of the notched card and of the trellises will be of service to the pupil in the preparation of the lesson, while the word and sentence games can be made to vary the method of recitation and enliven the interest in the classroom.

#### THE NOTCHED CARD

A helpful device in learning declensions, conjugations, and vocabularies is the notched card:



1. *To learn a declension:* Place the card over the declension so that *nominative* will appear in the notch, and the form of the nominative will be covered; pro-

nounce the nominative and give its meaning; then move the card down, and as each case appears in the notch pronounce the Latin form and give its meaning; in the same way test yourself on the plural forms.

2. *To learn a tense of a verb:* Place the card so that the first English meaning will appear in the notch and the Latin forms will be covered; moving the card down, give in order each Latin form.

3. *To learn a vocabulary:*

(a) Place the card so that the *first* Latin word of the vocabulary appears in the notch, the English meaning being hidden; then ask yourself, “What is the English meaning?”

Move the card down the vocabulary, and test yourself on *each* Latin word.

(b) Place the card so that the *first* English meaning appears withing the notch, the Latin word being hidden; then ask yourself, “What is the Latin word?” Say the Latin word aloud, and, if it is a noun, give its

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(c) Place the card, with the long unbroken edge at *Genitive* and its *gender*; if it is a verb, give its *principal parts*.

the top, across both the "English Meanings" and the "Latin Words," leaving the "Related English Words" in full view; look at the first line of related English words and ask yourself, "To what Latin words are these related?" "Do I know the exact meaning of these related English words?"

#### TRELLISES

Another useful device for learning declensions and conjugations is a simple framework that may be called a "trellis." Pupils can make the diagram on a sheet of paper and fill it in while preparing the lesson. The following suggestions are offered:

1. *Noun Trellis*.—(a) Write upon the trellis all the forms of the noun to be learned (terra, hortus, templum, puer, etc.), marking long vowels and the accent, and give after each case its meaning. (b) Compare your written work with the book and correct any errors.

	Sing.	Plur.
Nom.	.....	.....
Gen.	.....	.....
Dat.	.....	.....
Acc.	.....	.....
Abl.	.....	.....

(c) With the book closed and the written work put aside, form a mental picture of the trellis and decline the noun aloud, associating with each case its meaning. Practice for accuracy and speed.

2. *Verb Trellis*.—(a) Write upon the trellis the present tense of the verb to be learned (voco, moneo, rego, etc.), marking long vowels and accent, and give after each form its meaning. (b) Compare your written work with the book and correct any errors.

	Sing.	Plur.
1.	.....	.....
2.	.....	.....
3.	.....	.....

(c) With the book closed and the trellis put aside, form a mental picture of the trellis and conjugate the tense aloud, associating with each form its person and meaning. (This trellis should be enlarged upon as additional tenses and moods of the verb are studied.)

3. *Adjective Trellis*.—(a) Write upon the trellis, first, *all* forms of the nominative singular; then *all* forms of the genitive singular; then in the same way,

	Singular			Plural		
	M.	F.	N.	M.	F.	N.
Nom.	.....	.....	.....	.....	.....	.....
Gen.	.....	.....	.....	.....	.....	.....
Dat.	.....	.....	.....	.....	.....	.....
Acc.	.....	.....	.....	.....	.....	.....
Abl.	.....	.....	.....	.....	.....	.....

the rest of the singular and the plural. (b) With the book closed and the trellis put aside, form a mental picture of this framework and decline the adjective aloud, associating with each case its three genders, and having in your mind a clear picture of these forms in their proper place on the framework. (c) Repeat rapidly several times the *endings* alone, thus: *Nom.* us, a, um; *Gen.* i, ae, i; *Dat.* o, ae, o, etc.

#### THE GAME OF RELATED ENGLISH WORDS

An interesting game may be played as follows: The teacher divides the class into two groups (A and B), then selects a Latin word from the word list and asks, for example, "Can you give an English word related to *specto*?" If group A has the "first inning," all in the group who can give one or more English words related to *specto* at once raise the hand. Then the teacher asks different pupils of group A until the group can give no more words. Each word should be classified when given, thus: *inspect* (verb), *inspection* (noun), *spectacular* (adjective), *spectacularly* (adverb). When group A has done its best, if group B can add no word, group A wins *one* point; but if group B can add any words, each counts one point for B. Also if group B challenges a word given by Group A, the latter group must use the word correctly in an English sentence, or lose one point to group B. Group B has its "inning" in the same way with the next Latin word. After ten minutes the teacher "calls the game" and announces the score.

#### THE GAME OF CORRECT SENTENCES

This can be played when the class writes upon the board its translations of sentences from English into Latin. The class itself is regarded as one "team," opposed to which is the "Team of Errors." As the game proceeds (i. e., as the sentences are corrected), the score is kept upon the board (as is the "score by runs" in baseball).

There is an "inning" for each sentence. If the sentence is perfect in every respect, including the marking of quantities, *one* "run" is scored for the class and the sentence itself is starred; if there is the slightest mistake, the faulty sentence scores *one* for "The Errors." The team with the larger number of runs wins.

The game can be varied by dividing the class into two sections ("sides") and assigning to both sides the same number of sentences to be written. An absolutely correct sentence counts as one "run," otherwise the side fails to score. In each inning the sides present one sentence apiece for criticism. At the end of the game the side with the larger number of runs is declared the winner. Correct sentences are starred.